**WHERETO Framework: Migrations (Pilgrims)**

**While looking at each letter, consider perspective of the LEARNER.**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

We are going to have morning meetings to keep all groups on task and share with the entire class. I want the students to determine why it's important that we learn about the migration of the seperatists (Pilgrims) through discussions during morning meeting and during other times throughout the day. The unit will end with presentations of non-fiction picture books to show what the students have learned and a field trip to the museum exhibit in the base library. We will try to even share our books with another class somewhere else in the US through web services like Skype. I want their findings to be authentic and reach an audience bigger than myself or even their fellow students.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

We will start with a story called " " by which tells of We will then begin an introductory discussion on how we can effect human migration. After discussion, I will have three KWL charts (Study of Migration, Human Effect on Migration, and Purpose of Migration) hanging in the front of the class. If there already seems to be interest in certain areas, we will pair students with interests for future study and have individual groups fill out the chart or we will take time as a class to discuss the three and then break the class up.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

I feel one of the most important things my students are getting out of this unit study is the tools for future study. Through learning how to take notes, research with different resources, organize information, and a large scale project, my students are learning tools that will help them become lifelong learners, historians, scientists, readers and writers.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

My students will be continually conferencing with me so I am able push them deeper into their study. My goal of all conferencing during this time is to help tease out the important ideas and enduring understandings. I will also be looking for the skills we learn throughout the week, seeing that they are able to use them in real world experiences and over different contexts.

**E= How will I promote students' self evaluation and reflection?**

My students will spend 15 minutes at the end of each day reflecting on that day's research and learning. I will push them to think about what they are learning and try to apply it in other ways if possible. Also, I will ask that each student write 3 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

Because the students are choosing their topics and researching in groups, the activities have already been tailored to some extent. After looking at the skills used after mini-lessons throughout, I might take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they readily possess.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

We will be immersed in the unit of study while continuing to learn small skills throughout the week letting my students see the importance of each mini-lesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class and the end) and will continue to keep the end goal in sight. Throughout the week, I will scaffold with lessons where I see need and even possibly have certain groups teach when I see they have certain skills that the rest of the class could benefit from.

RESOURCEs: Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.